

## Gray Court-Owings Elementary

9210 Hwy. 14  
Gray Court, South Carolina 29645

<b>Grades</b>	3-8 Elementary School	
<b>Enrollment</b>	430 Students	
<b>Principal</b>	Marilyn Ramsey	864-876-2171
<b>Superintendent</b>	Edgar C. Taylor, Ed.D.	864-984-3568
<b>Board Chair</b>	Rev. Charlie Short	864-681-3664

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	21	75	11	0

### IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Good	No
2004	Good	Average	No
2005	Average	Below Average	No
2006	Average	Good	No

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located. 96.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**

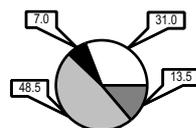
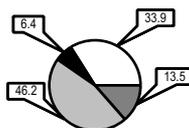
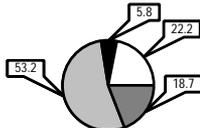
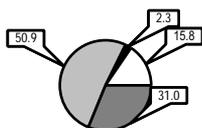
English/Language Arts

Mathematics

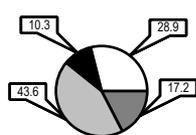
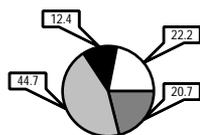
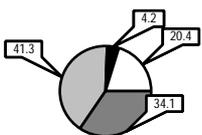
Science

Social Studies

**Our School**



**Elementary Schools with Students like Ours**



**Definition of Critical Terms**

- Advanced** Very high score; very well prepared to work at next grade level; exceeded expectations
- Proficient** Well prepared to work at next grade level; met expectations
- Basic** Met standards; minimally prepared, can go to next grade level
- Below Basic** Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
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English/Language Arts – State Performance Objective = 38.2%									
All Students	416	93.3	18.4	50.8	28.0	2.8	44.1	Yes	Yes
<b>Gender</b>									
Male	198	90.9	28.9	47.6	21.1	2.4	38.6	N/A	N/A
Female	218	95.4	9.0	53.7	34.0	3.2	48.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	281	93.2	14.2	51.0	31.8	2.9	50.6	Yes	Yes
African American	109	92.7	31.2	48.4	18.3	2.2	26.9	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	24	95.8	10.0	55.0	30.0	5.0	45.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	352	100.0	14.6	53.0	29.3	3.1	47.0	N/A	N/A
Disabled	64	56.3	54.5	30.3	15.2	0.0	15.2	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	416	93.3	18.4	50.8	28.0	2.8	44.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	20	95.0	11.8	58.8	23.5	5.9	41.2	I/S	I/S
Non-Limited English Proficient	396	93.2	18.7	50.4	28.2	2.7	44.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	273	90.8	21.5	53.9	22.4	2.3	36.1	Yes	Yes
Full-pay meals	142	97.9	13.3	45.9	37.0	3.7	57.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	416	93.0	15.0	56.7	19.5	8.8	47.0	Yes	Yes
<b>Gender</b>									
Male	198	90.4	18.2	51.5	21.8	8.5	47.3	N/A	N/A
Female	218	95.4	12.2	61.2	17.6	9.0	46.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	281	92.9	13.0	53.8	21.4	11.8	50.8	Yes	Yes
African American	109	92.7	21.5	63.4	12.9	2.2	36.6	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	24	95.8	10.0	60.0	25.0	5.0	45.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	352	100.0	12.8	56.7	20.9	9.7	51.1	N/A	N/A
Disabled	64	54.7	37.5	56.3	6.3	0.0	6.3	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	416	93.0	15.0	56.7	19.5	8.8	47.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	20	95.0	11.8	58.8	23.5	5.9	35.3	I/S	I/S
Non-Limited English Proficient	396	92.9	15.2	56.5	19.3	8.9	47.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	273	90.8	17.8	62.1	15.5	4.6	38.8	Yes	Yes
Full-pay meals	142	97.2	10.4	47.8	26.1	15.7	60.4	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	415	100.0	38.2	42.6	12.4	6.8	19.2
<b>Gender</b>							
Male	197	100.0	38.8	40.4	13.7	7.1	20.8
Female	218	100.0	37.6	44.7	11.2	6.6	17.8
<b>Racial/Ethnic Group</b>							
White	280	100.0	32.0	43.8	15.6	8.6	24.2
African American	109	100.0	53.5	38.6	5.0	3.0	7.9
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	42.9	42.9	9.5	4.8	14.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	351	100.0	30.6	47.2	14.1	8.1	22.2
Disabled	64	100.0	78.3	18.3	3.3	0.0	3.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	415	100.0	38.2	42.6	12.4	6.8	19.2
<b>English Proficiency</b>							
Limited English Proficient	20	100.0	50.0	38.9	5.6	5.6	11.1
Non-Limited English Proficient	395	100.0	37.6	42.8	12.7	6.9	19.6
<b>Socio-Economic Status</b>							
Subsidized meals	273	100.0	44.9	40.7	9.5	4.9	14.4
Full-pay meals	141	100.0	26.3	46.0	17.5	10.2	27.7

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Social Studies</b>							
All Students	415	100.0	32.4	48.9	11.8	6.8	18.7
<b>Gender</b>							
Male	197	100.0	33.3	45.9	12.0	8.7	20.8
Female	218	100.0	31.5	51.8	11.7	5.1	16.8
<b>Racial/Ethnic Group</b>							
White	280	100.0	30.1	46.5	14.1	9.4	23.4
African American	109	100.0	38.6	53.5	6.9	1.0	7.9
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	33.3	52.4	9.5	4.8	14.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	351	100.0	25.3	53.1	13.8	7.8	21.6
Disabled	64	100.0	70.0	26.7	1.7	1.7	3.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	415	100.0	32.4	48.9	11.8	6.8	18.7
<b>English Proficiency</b>							
Limited English Proficient	20	100.0	33.3	50.0	11.1	5.6	16.7
Non-Limited English Proficient	395	100.0	32.3	48.9	11.9	6.9	18.8
<b>Socio-Economic Status</b>							
Subsidized meals	273	100.0	39.5	44.4	11.1	4.9	16.0
Full-pay meals	141	100.0	19.7	56.9	13.1	10.2	23.4

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	
<b>English/Language Arts</b>									
2005	3	58	100.0	12.0	48.0	36.0	4.0	40.0	
	4	65	100.0	16.1	57.1	25.0	1.8	26.8	
	5	69	100.0	25.4	52.4	22.2	0.0	22.2	
	6	88	100.0	43.8	35.0	18.8	2.5	21.3	
	7	84	100.0	27.2	58.0	14.8	0.0	14.8	
2006	8	81	98.8	14.7	57.3	26.7	1.3	28.0	
	3	65	92.3	21.6	35.3	37.3	5.9	43.1	
	4	61	96.7	11.1	59.3	29.6	0.0	29.6	
	5	63	96.8	12.3	56.1	29.8	1.8	31.6	
	6	69	97.1	19.0	49.2	25.4	6.3	31.7	
2006	7	81	92.6	23.9	53.7	22.4	0.0	22.4	
	8	77	85.7	21.0	50.0	25.8	3.2	29.0	
	<b>Mathematics</b>								
	2005	3	58	100.0	10.0	74.0	10.0	6.0	16.0
		4	65	100.0	25.0	53.6	19.6	1.8	21.4
5		69	100.0	11.1	55.6	19.0	14.3	33.3	
6		88	100.0	17.5	42.5	28.8	11.3	40.0	
7		84	100.0	21.0	46.9	19.8	12.3	32.1	
2006	8	81	100.0	22.7	52.0	22.7	2.7	25.3	
	3	65	92.3	17.6	66.7	13.7	2.0	15.7	
	4	61	96.7	16.7	53.7	18.5	11.1	29.6	
	5	63	96.8	21.1	47.4	26.3	5.3	31.6	
	6	69	97.1	7.9	46.0	27.0	19.0	46.0	
2006	7	81	91.4	9.1	68.2	15.2	7.6	22.7	
	8	77	85.7	19.4	58.1	16.1	6.5	22.6	
	<b>Science</b>								
	2005	3	58	100.0	48.0	44.0	6.0	2.0	8.0
		4	65	100.0	37.5	42.9	16.1	3.6	19.6
5		69	100.0	47.6	38.1	6.3	7.9	14.3	
6		88	100.0	50.0	28.8	16.3	5.0	21.3	
7		84	100.0	34.6	45.7	9.9	9.9	19.8	
2006	8	81	100.0	36.0	41.3	14.7	8.0	22.7	
	3	65	100.0	50.0	39.3	10.7	0.0	10.7	
	4	61	100.0	28.6	46.4	12.5	12.5	25.0	
	5	63	100.0	23.7	52.5	16.9	6.8	23.7	
	6	69	100.0	26.2	43.1	15.4	15.4	30.8	
2006	7	81	100.0	41.1	41.1	11.0	6.8	17.8	
	8	76	100.0	56.3	35.2	8.5	0.0	8.5	
	<b>Social Studies</b>								
	2005	3	58	100.0	30.0	64.0	6.0	0.0	6.0
		4	65	100.0	19.6	58.9	16.1	5.4	21.4
5		69	100.0	31.7	54.0	6.3	7.9	14.3	
6		88	100.0	43.8	37.5	10.0	8.8	18.8	
7		84	100.0	50.6	30.9	14.8	3.7	18.5	
2006	8	81	98.8	26.7	58.7	12.0	2.7	14.7	
	3	65	100.0	50.0	37.5	12.5	0.0	12.5	
	4	61	100.0	21.4	57.1	12.5	8.9	21.4	
	5	63	100.0	22.0	50.8	15.3	11.9	27.1	
	6	69	100.0	15.4	56.9	16.9	10.8	27.7	
2006	7	81	100.0	46.6	45.2	2.7	5.5	8.2	
	8	76	100.0	36.6	46.5	12.7	4.2	16.9	

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 430)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	0.5%	Down from 2.2%	3.1%	2.8%
Attendance rate	96.2%	Down from 96.3%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.7%	Up from 6.5%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	7.0%	Up from 6.7%	0.0%	0.0%
Eligible for gifted and talented	7.5%	Down from 7.9%	10.2%	10.4%
On academic plans	51.4%	N/AV	39.2%	33.6%
On academic probation	0.0%	N/AV	1.8%	1.0%
With disabilities other than speech	14.1%	Down from 16.6%	8.2%	7.5%
Older than usual for grade	8.8%	Down from 9.6%	0.9%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	No change	0.0%	0.0%
<b>Teachers (n= 30)</b>				
Teachers with advanced degrees	23.3%	Down from 29.6%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	7.7%	Up from 4.0%	0.0%	0.0%
Teachers returning from previous year	84.5%	No change	87.7%	87.3%
Teacher attendance rate	97.5%	Up from 96.3%	94.8%	94.9%
Average teacher salary	\$39,337	Up 0.2%	\$42,408	\$42,485
Prof. development days/teacher	16.0 days	Up from 13.7 days	14.0 days	13.3 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 21.1 to 1	18.3 to 1	18.6 to 1
Prime instructional time	92.9%	Up from 91.9%	89.3%	89.7%
Dollars spent per pupil*	\$5,431	Up 4.5%	\$6,339	\$6,557
Percent of expenditures for teacher salaries*	54.8%	Down from 59.3%	63.5%	64.0%
Percent of expenditures for instruction*	59.6%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.5%	Up from 98.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The word Renaissance means a time of rebirth or revival. This year has been our Renaissance! Three initiatives that were implemented during this school year impacted our school climate and affected student achievement.

Prior to the beginning of the school year, two eighth grade teachers, Ms. Banister and Mrs. Skinner, attended the Renaissance conference in Orlando, Florida. They returned with renewed spirit and enthusiasm for launching our first Renaissance Program. Students were recognized and rewarded for making academic progress and for school attendance. Celebrations were held at the end of each grading period. Vulcan Materials partnered with us to provide meaningful rewards to students.

As part of our commitment to the South Carolina Reading Initiative, our literacy coach, Mrs. Duckworth, led our teachers in an after-school book study. Fifteen teachers devoted numerous hours in professional growth activities. Teachers learned about the essentials of reading and writing. As teachers learned more, students benefited.

Mrs. Smallwood, a former fifth grade teacher, was trained last summer to be our science coach. Through special funding provided by the district, Mrs. Smallwood coached our science teachers, encouraged the use of FOSS kits, and stocked our science lab with appropriate materials for doing hands-on activities. We had live critters everywhere, and science classes became more interesting to students.

Revival began within the members of our faculty! We will continue to fan the flames and keep the fire burning within our professional hearts.

Marilyn Ramsey, Principal  
George Ward, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	26	58	78
Percent satisfied with learning environment	96.2%	89.5%	87.8%
Percent satisfied with social and physical environment	92.3%	84.5%	73.7%
Percent satisfied with school-home relations	84.6%	89.7%	73.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.